**Negative Space Still Life- Preliminary Guide**

**Reference: Day 6-10 Pacing Guide**

**Vocabulary:**

**Right Brain Theory/Right Brain Techniques**

Outline, Contour Line, Continuous Contour Line, Blind Contour Line, Positive Space, Negative Space, Figure/Ground Reversal, Viewfinder

**Elements of Design**

Line, Shape, Space

**Concepts: (Essential Standards, Beginning Level High School)**

* Use art vocabulary when discussing art (B.V.1.1)
* Apply the Elements and Principles of Design to create art (B.V.1.2)
* Recognize how the Elements and Principles of Design are used in Art (B.V.1.4)
* Use a variety of media to produce art (B.V.3.2)
* Exemplify characteristics of different artistic processes (B.V.3.3)
* Recognize the interdisciplinary knowledge used in the creation of art (B.CX.2.2)

**General Plans:**

**Total: Appx. 5 90-min class periods for preliminary work; 3 90-min class periods for final project**

Begin the unit by having students read Chapter 4- *Line* from *The Visual Experience*, Davis Publications, to frontload line vocabulary. Discuss differences between outlines and contour lines and how line is the basis of all drawings. Explain Right Brain theory (Right brain is visual, sees parts to make the whole, creative; Left brain is symbolic, sees the whole, analytical, spoken word). Explain how artists turn images upside down to draw, allowing the Right Brain to see the image as lines and shapes rather than a symbolic image (Left Brain). Have students draw Picasso’s upside down horse using line. Continue discussion about contour lines and introduce continuous contour lines (do not pick up pencil) and blind contour line (do not look at paper). Demo for students using a volunteer a blind contour line drawing of a student’s face. Have students draw each other using this technique. Set out objects for students to draw using continuous contour lines. Spend 5 minutes on each object; play classical music in the background and eliminate talking. Students move to the next object after 5 minutes. Students draw their shoe using contour lines only, but incorporating Right Brain techniques learned so far. Have students read Chapter 5- *Shape and Form* from *The Visual Experience*, Davis Publications. Discuss negative space and use magazines to practice drawing negative space around objects. Create a viewfinder with students to use to help create a composition out of still life objects set up in the class. Direct students to create 4 thumbnail-sketches of the still life, drawing only the negative spaces. Student should choose the best composition to draw larger as a final project and create a pattern in the negative spaces, leaving positive space white.

**Tips/Suggestions:**

* **Textbook:** Use the text book Exploring Visual Design: The Elements and Principles, Davis Publications for in-depth understanding of Line (Ch 4) and Shape and Form (Ch 5).
* **Differentiated Instruction:** Encourage students who are not comfortable with drawing yet to use these “tricks” to fool your brain; don’t look at objects as they are (face, shoe, etc) but break down into shapes, lines, and proportions. For students who are struggling to “see” an object from observation, have the student take a picture of it with a digital camera and print out. This helps to “flatten” the object for them and they can draw lines right on the photo to help “see” how to draw it.
* **Application/Connection:** Have students reflect back to their Principle of Design worksheet on Pattern to inspire the pattern they will create in their negative space for the final project.
* **Evaluation:** Have students reflect on their final artwork at the end of the unit and evaluate their work based on a teacher made rubric.
* **Course Connection/Reinforcement:** Students should reference the Principles of Design on their reflections they write for the evaluation of this artwork. Balance, Pattern, Line, Space.